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ABSTRACT

Summaries of five research reports investigating Florida Agricultural and Mechanical University (FAMU) student teachers, their perceptions of program effectiveness, internship situations, and future professional plans are presented. The studies (undertaken in response to a National Council for the Accreditation of Teacher Education standard requiring student participation in the decision-making phases related to design, approval, evaluation, and modification of institutional teacher education programs) pay particular attention to the extent to which FAMU programs successfully prepare students for service in multiethnic settings. The studies summarized are: (1) Student Evaluation of the FAMU 1976 Student Teaching Program; (2) Student Evaluation of the FAMU Teacher Training Program: An Assessment Prior to and After Student Teaching; (3) Student Evaluations of the FAMU and Norfolk State University Teacher Training Programs; (4) The Attitudes and Self-Concepts of Black Student Teachers Enrolled in a Student Teaching Program at a Predominantly Black University; and (4) A Comparison of Attitudes and Self-Concept of Black with White Student Teachers. The general conclusion drawn from the study (that graduates of FAMU programs generally can function well in multiethnic situations) is qualified by the need for more data and for data from a greater variety of sources, especially of an empirical nature. (MJB)

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TEACHER PREPARATION AND DESEGREGATION/MULTICULTURAL EDUCATION: A FAMU PROFILE

A Research Summary

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TEACHER PREPARATION AND DESEGREGATION/MULTICULTURAL EDUCATION: A FAMU PROFILE

Preparation of teachers for desegregated/multicultural school settings has been a perennial concern of public school systems, parents and institutions of higher education. The Brown I and II decisions called for the desegregation of the nation's public school system more than 23 years ago, however, the concomitant changes that should have provided the impetus for enhancing pupil learning and performance have not taken place. Hence, teachers that do make a difference are rapidly becoming labeled as that "critical mass" that can ameliorate the dilemma.

A number of deficit models can be cited to substantiate a continuing focus upon teacher preparation. However, these deficit models have been counteracted by a variety of strategies designed to ameliorate the dilemmas engulfing the public school system. One can easily highlight the recently revised standards of the National Council for the Accreditation of Teacher Education (NCATE) as a leverage for establishing quality benchmarks which would result in more accountability of teacher preparation programs.

Of particular significance to the author is the standard 2.5--Student Participation in Program Evaluation and Development:

> The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its teacher education programs. (NCATE, 1977)

This standard is significant in that it has great relevance to minority institutions in general and black colleges in particular. The American Association of Colleges for Teacher Education (AACTE) and the Educational Testing Service (ETS) conducted a status study of teacher education programs in 1973 which revealed: "Greater utilization of student ratings should be used by the black institutions for evaluating the effectiveness of their teacher education programs." (Mohr, 1975)

Given these observations, teacher educators at Florida A&M University (FAMU) expanded the assessment of the teacher preparation program consistent with NCATE standards and the continuing thrust of desegregation/multicultural education.

This paper thus presents a summary of research reports that feature FAMU student teachers as the sample and the involvement of other institutions such as Florida International University and Norfolk State University in the assessment of the FAMU teacher education program.

Three of the studies were conducted by Dr. Terry Wildman of Virginia Polytechnic Institute and State University who serves as a research associate for the FAMU Dean of Education.

STUDENT EVALUATION OF THE FLORIDA A&M UNIVERSITY SPRING 1976 STUDENT TEACHING PROGRAM: A SUMMARY

METHOD

Subjects

Subjects were 117 students who had recently completed (May 1976) the Florida A&M University (FAMU) student teaching program. Student composition by sex and race revealed 39 males (33%) and 78 females (67%) and a total of 100 blacks (85%) and 17 whites (15%).

Fifty-one percent of the 117 students were placed with black supervising teachers and 47% with white teachers. Supervising teachers were 29% female (a small number of students did not specify the race and sex of their supervising teacher). With regard to overall student and faculty composition within the above schools, the range of ethnicity and sex patterns were too numerous to mention. We conclude, simply, that our 117 students experienced a wide variety of educational settings selected largely through student choice.

The Questionnaire

All 117 students responded to an evaluation instrument entitled, "Follow-up Questionnaire for Student Teachers" (see Appendix A for a complete copy of the instrument). Overall directions simply invited student teachers to evaluate the success with which FAMU had prepared them to become effective

teachers. Students were subsequently directed to complete four sections which dealt, respectively, with (1) personal and preliminary information regarding each student's own internship situation; (2) objective ratings of various teacher activities and skills; (3) a subjective commentary on the FAMU student teaching program; and (4) a brief description of future professional plans.

Part II of the questionnaire, the objective ratings, required students to respond to some 30 teacher activities and skills according to the following questions:

1. How do you presently rate yourself as a teacher?
2. How do you rate your on-campus training?
3. How do you rate your student-teaching training?
4. Do you need additional training?

For 90 of the 120 response requirements, students were asked to select from the following ratings:

1. outstanding -- indicates complete mastery
2. good -- indicates high level of competence
3. average -- indicates satisfactory level of competence
4. poor -- indicates generally inadequate level of competence
5. completely inadequate -- indicates severe weakness, inability to function

The question dealing with "need for additional training" required a simple yes or no for each of the 30 items instead of the above 5-choice rating scheme.

Even a casual reading of the 30 items as shown in Appendix A will reveal that 11 items do not deal with completely independent activities and skills. In many cases, two or more items differ only in subtle detail. These apparently similar items were typically designed to identify any differences which exist regarding ability to deliver services in same versus different ethnic settings. Consequently, approximately 15 unique teacher activities and skills are identified as shown below:

1. writing objectives (items 1 &2)
2. testing and evaluation (items 3 & 4)
3. designing instructional activities (items 5 & 6)
4. offering quality instruction (items 7 & 8)
5. classroom management and handling behavior problems (items 9, 10, 11 & 29)
6. communication with students (items 12, 13, & 14)
7. mastery of content area(s) (items 15, 16 & 17)
8. instructional flexibility (item 18)
9. communication with parents (items 19 & 20)
10. ability to work with colleagues (items 21, 22, 23 & 24)
11. generating student records (item 25)
12. research (item 26)
13. self-evaluation (item 27)
14. training student self-direction (item 28)
15. counseling (item 30)

Parts III and IV of the student teacher questionnaire provide considerably more flexibility in reacting to the FAMU

program. In Part III students are asked to give any suggestions for improving the student teacher program and in Part IV students were asked to reveal short and long-term plans regarding their teaching career.

Procedure

Students were administered the above described questionnaire in group fashion immediately after the student teaching experience. Most students graduated from the FAMU program a few days later. Observations during administration of the questionnaire and examination of responses (particularly on the open-ended questions) revealed that most students responded completely and thoughtfully to the instrument.

RESULTS

A major area of interest for this report is the comparison between perceived teacher ability in cases where services are offered to those of same or different ethnic background. Five such direct comparisons can be made, for example, items 7 and 8, 10 and 11, 16 and 17, 19 and 20, and 22 and 23. For each of these comparisons regarding "How I rate myself as a teacher" the mean differences, respectively, are .13, .13, .14, .17, and .17. Clearly, these data do not indicate perceived difficulty in handling multiethnic instructional situations. These same comparisons can be made with regard to the FAMU on-campus program and the student teaching program. Again, we find encouraging evidence that FAMU is meeting student needs with regard to service in multiethnic settings.

STUDENT EVALUATION OF THE FLORIDA A&M UNIVERSITY TEACHER TRAINING PROGRAM: AN ASSESSMENT PRIOR TO AND AFTER STUDENT TEACHING

METHOD

Subjects

Subjects were 29 students participating in the Fall 1976 student teaching program at Florida A&M University. Although more than 29 students actually participated in student teaching during Fall 1976, this study utilizes the data only from those who completed evaluation instruments before and after student teaching. Student composition by sex and race revealed 13 males (45%) and 16 females (55%) and a total of 26 blacks (89%) and 3 whites (11%).

The Questionnaire

All 29 students responded to the same evaluation questionnaire used in the previous study. This instrument was used both before and after the student teaching experience. In the administration before student teaching, of course, students responded only to questions regarding preparation exclusive of student teaching experiences. This means that for each of the 30 teacher activities and skills assessed, students did not respond to the question "How do you rate your student teaching training?" After student teaching, however, students responded to the entire instrument.

Procedure

Students were administered the above described questionnaire in group fashion immediately before and after the Fall 1976 student teaching experience. Directions are given on the questionnaire itself; moreover, when students responded prior to student teaching they were also directed to disregard items pertaining to the component of the FAMU teacher education program.

Results

Again, one of the key aspects of this evaluation effort is to assess the extent to which FAMU is successfully preparing students for service in multiethnic settings. Five direct comparisons between same and different ethnic situations (item 7 vs. 8; item 10 vs. 11; item 16 vs. 17; item 19 vs. 20; and item 22 vs. 23) were built into the present questionnaire. With regard to the question of "How I rate myself as a teacher," the mean differences between the five item pairs were .28, .18, .10, .14, and .25, respectively, on the before administration and .24, .28, .06, .17, and .14, respectively, on the after administration. Each of these differences favors ability to deal with same ethnic situations; however, the size of the differences do not indicate serious perceived student difficulties in handling multiethnic instructional situations --particularly when the ratings are high in either situation.

With regard to the unique effect of student teaching on students' perceived ability to handle same versus different ethnic situations a separate analysis was done. Eleven items

(2, 3, 7, 10, 12, 13, 14, 17, 20, 23, 30) on the questionnaire can be interpreted as requiring skill in dealing with "different" ethnic groups. Average ratings across these items were compared on a before student teaching and after student teaching basis. For the question "How I rate myself as a teacher," the after rating ($\bar{x}$ = 1.7) was significantly better ($T = 2.42$, $df = 28$, $p < .05$) than the before rating ($\bar{x}$ = 2.17) indicating that student teaching experiences do contribute considerably to skills in multiethnic settings. Student teaching also reduced considerably ($T = -2.65$, $df = 28$, $p < .05$) students expressed need for additional training in dealing with multiethnic settings (before mean = 1.56; after mean = 1.82).

For items specifying skill in dealing with same ethnic group (items 8, 11, 16, 19, 20) there were noticeable but non-significant differences between before and after evaluations and also for items dealing with same and different ethnic situations as described above. While minor rating fluctuations were noted between males and females, there were no differences of statistical significance or practical importance. Sex, therefore, is apparently not an important factor with regard to student perception of the FAMU teacher education program.

STUDENT EVALUATIONS OF THE FLORIDA A&M UNIVERSITY AND NORFOLK STATE UNIVERSITY TEACHER TRAINING PROGRAMS

An Analysis Based on Questionnaire Data Obtained After Student Teaching

This section focuses on an alliance which is ongoing between FAMU and Norfolk State University. Both institutions are heavily oriented toward teacher preparation and thus share many concerns relative to those activities. One outstanding aspect of these shared interests is that the two institutions are beginning to work cooperatively in data collection activities. Many times institutions talk about shared research, but have real problems in sharing actual data that reveals program effects.

The present investigation provides a combined analysis of students' perceptions following student teaching at Norfolk State and at Florida A&M. This descriptive study is but one step in a series of research activities designed to measure effects of a variety of training variables.

METHOD

Subjects

Subjects were 205 students from Florida A&M University (N = 67) and Norfolk State University (N = 138) who completed student teaching during Winter and Spring of 1977. Student

composition by sex and race revealed, respectively, 63 males (31%) and 143 females (69%) and 186 blacks (91%) and 19 whites (9%). Of the 205 students 60 (29%) were placed with male supervising teachers and 145 (71%) were placed with female supervising teachers. With regard to race of supervising teachers, 109 students (53%) were placed with black teachers and 96 (40%) were placed with white teachers.

Questionnaire

All subjects responded to the questionnaire used in previous evaluations conducted at Florida A&M University.

General directions simply invited student teachers to evaluate the success with which FAMU and Norfolk State had prepared them to become effective teachers.

Procedure

Students were administered the questionnaire in group fashion immediately after the student teaching experience. Observations during administration of the questionnaire and examination of responses (particularly on the open-ended questions) revealed that most students responded completely and thoughtfully to the instrument.

RESULTS

Overall Student Ratings

Overall, students at both FAMU and Norfolk State indicated general satisfaction with both personal development and program quality. As expected from these findings, students saw only slight need for additional training.

In response to the question "How I rate myself as a teacher" students from Norfolk State generated a mean rating (computed by averaging responses to the 30 items pertaining to eacher skill) of 1.73 compared to a mean rating of 1.86 for FAMU. Thus, students from both schools rated themselves somewhat closer to good (i.e., high level of competence) than to outstanding (i.e., complete mastery). The question "How I rate the quality of on-campus preparation" received mean ratings of 1.94 and 2.01, respectively, from Norfolk State and FAMU. These averages, obviously, correspond to good ratings. Responses to "How I rate the quality of student teaching" were slightly more favorably with Norfolk averaging 1.76 and FAMU averaging 1.87. Finally, the response to "I need additional training" indicated little expressed need for both Norfolk students ($\bar{x}$ = 1.77) and FAMU students ($\bar{x}$ = 1.89).

As in previous evaluations students generally respond rather consistently across all 30 items. That is, we do not find large rating differences between the various skill areas for any of the four rating questions. Also, between subject variation (deviation of subjects within each of the 120 items) was generally small indicating that students were largely choosing between two alternatives--outstanding and good.

A closer look at perceived performance capability with students from same versus different ethnic backgrounds is possible by examining differences between items 7 and 8, 10 and 11, 16 and 17, 19 and 20, and 22 and 23. These items differ only with regard to ability to offer services to

students of same or different ethnic background. For each of these comparisons regarding "How I rate myself as a teacher" the mean differences, respectively, for Norfolk State were .16, .22, .10, .07, and .16. For Florida A&M the mean differences were .20, .17, .03, .16 and .16. These differences are reasonably small and seem to indicate little perceived difficulty in dealing with different ethnic backgrounds.

Other Selected Analyses

To examine statistically the differences between schools and also to assess the effects of other variables such as race and sex of students and race and sex of supervising teacher, a two-way analysis of variance was performed for the cross between school effect (Norfolk vs. FAMU) and each of the four other variables (race and sex of students and supervising teacher). Hence, four separate analyses were done; in each case the main school effects were redundant, but the main sex and race effects and the interaction of school with those variables are unique in each analysis. The more appropriate analysis, involving orthogonal constrasts among all the variables, was not possible because of small sample sizes in some cells, particularly those containing white students.

School X Race

The school X race analysis of variance on total score rating was done for each of the rating questions. Only the question "How I rate the quality of student teaching" yielded statistically significant results ($f = 6.69$; $df = 1,201$;

$p < .01$) with Norfolk students responding more favorably ($\bar{x} = 1.76$) than did FAMU students ($\bar{x} = 1.87$). There was no significant effect of race nor was there a significant school by race interaction. The school effect shown in this analysis, even though statistically significant, accounts for only a trivial proportion of total student variability and thus is probably of very little practical importance. What is important is that blacks and whites from both schools responded favorably on all questions.

School X Supervisors Sex

The question "I need additional training" was responded to differently for those who had male supervising teachers than for those who had female supervisors ($f = 3.82$), $df = 1,202$, $p < .05$). Interestingly, students who had male supervising teachers during student teaching were less interested in additional training ($\bar{x} = 1.96$) than were students who had female supervising teachers ($\bar{x} = 1.74$).

School X Supervisors Race

All comparisons for these analyses were non-significant except for the question "How I rate the quality of student teaching" which yielded a significant difference between students whose supervisors were black and those whose supervisors were white ($f = 4.05$; $df = 1,202$; $p < .05$). Students who had black supervisors rated the student teaching experience better ($\bar{x} = 1.77$) than did those with white supervisors ($\bar{x} = 1.84$).

THE ATTITUDES AND SELF-CONCEPTS OF BLACK STUDENT TEACHERS ENROLLED IN A STUDENT TEACHING PROGRAM AT A PREDOMINANTLY BLACK UNIVERSITY

In a previous research monograph (Mohr, 1976) the FAMU College of Education reported the results of a study, "The Attitudes and Self-Concepts of Black Student Teachers Enrolled in a Student Teaching Program at a Predominantly Black University." The study was conducted in the Spring of 1975 by R. L. Campbell and W. E. Williams of FIU, and E. Sutton of FAMU. Using the Student Teacher Attitude Inventory Form (STAIF) and the Tennessee Self-Concept Scale (TSCS), the 72 black students reported that the FAMU teacher training program was effective, regardless of their sex, public school competition, the number of students they taught, and kind of school setting (open or closed) in which they did their student teaching.

A rather interesting finding of the study was that student teachers felt that they had difficulty when placed with black directing teachers. Also, male student teachers felt that their methods courses did not adequately prepare them to deal with female directing teachers.

A COMPARISON OF ATTITUDES AND SELF-CONCEPT OF BLACK WITH WHITE STUDENT TEACHERS

R. L. Campbell of FIU conducted another study during the fall quarter 1975 entitled, "A Comparison of Attitudes and

Self-Concept of Black (FAMU) with White (FIU) Student Teachers." Using instruments mentioned previously (STAIF, TSCS), the 34 elementary student teachers of FAMU and the 45 elementary student teachers of FIU, results of the study indicated that the students had no difference in their attitudes toward their training program. Further, there was no significant difference in the manner in which the programs prepared them. This is especially enlightening in that the FIU program is competency-based while the FAMU program is partially competency-based.

The FAMU student teaching program caused them to feel much better about their personal appearance, worthiness as a person, their moral-ethical frame of reference, and being adequate, worthy and valuable family members, while FIU student teachers had higher significant scores on the self-criticism portion of the surveys. As a result, one can conclude that the FIU student teachers were more effective in helping students develop the capacity for self-criticism. Finally, the FAMU program was significantly more effective than the FIU program in developing their overall level of self-esteem.

Discussion/Recommendations

Consistent with the revised NCATE Standards that include the requirement of involving students in program evaluation, FAMU has been continuously seeking input from its students, especially the student teachers. A variety of approaches have been made. The first study that was reported, herein, featured a post assessment of the student teaching experience for the spring quarter 1976. The second reported study was featured

by a pre- and post-assessment of the student teaching experience during the fall quarter, 1976, The FAMU-Norfolk study added another dimension to FAMU's program evaluation in that provision was made for a combined analysis of students' perceptions following student teaching (winter and spring 1977) at Norfolk and FAMU.

The fourth and fifth studies were conducted largely by FIU personnel, and one can generally conclude that graduates of FAMU are expected to function well in multiethnic situations and, thus, contribute to progress in educational desegregation. However, because of the key role in desegregation, which FAMU seems destined to play, a caution should be injected here to avoid overconfidence which may result from favorable data. In order to more carefully assess actual expertise in multiethnic situations, some additional data should be obtained. One possibility is that supervising faculty require students in the field to maintain a log of feelings and overt reactions to problems that arise from confrontations with others (e.g., students, teachers, administrators) of <u>different</u> ethnic background. A carefully maintained log could, thus, be used as the basis for discussions with, and feedback from, supervising faculty. The feedback resulting from these discussions (or seminars if several students are involved) could, aside from pure instructional value, serve to stimulate more reliable self-evaluation and suggest possible additional personal improvement.

What can be suggested, also, is that FAMU and other institutions begin to collect a greater variety of data. One problem with decision-making in teacher training is that because so many variables are involved, many decisions are made blindly, or at best, intuitively. For example, most teacher training institutions have very little systematic data in areas such as the following:

characteristics of effective teachers
description of program goals
descriptions of training programs
evidence supporting selected training techniques
description of intended student outcomes

Immediate attention is needed to define and operationalize data collection in these areas. Faculty researchers and developers need to begin answering some basic questions such as (1) What kind of data is needed in these and other areas; (2) What will the instrumentation look like; (3) Who will be responsible for the data collection effort; (4) How will the data be managed; (5) How will data be made available in a form which facilitates decision-making?

Also, it seems that teacher education has existed too long in a non-experimental context. In addition to collecting management kinds of data, the efforts just described outht to be planned so as to also allow the answering of research questions. Even a brief look at the literature which has grown up around the concepts of multiethnic education will reveal very

little empirical research. If this situation is to change, then it will probably be institutions such as those included in this report who will begin the process.

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A P P E N D I X

Florida A and M University - College of Education

FOLLOW-UP QUESTIONNAIRE

FOR

STUDENT TEACHERS

Introduction

The FAMU College of Education has routinely evaluated your progress as a student in our teacher education program. We would now like to reverse the assessment process and have you evaluate our success in preparing you to become an effective teacher by responding to this questionnaire. We ask that you complete each of the four sections of this instrument by reading carefully the instructions and then responding as directed to each item. Your responses will, of course, be held in strictest confidence; subsequent reports will reveal only group averages and not individual answers.

PART I

PRELIMINARY INFORMATION

Please respond as accurately as possible to each of the following items.

1. Name: _____
   Last *First* *Middle*

2. Age: _____ 3. Sex: _____ Male _____ Female

4. Race: _____ Black _____ White _____ Spanish _____ Other

5. Name and address of school where you completed student teaching

   School _____ (Elem., Middle, Jr.H., Sr.H)

   Address _____

6. Indicate the approximate numbers of your students in each of the following categories:

Race:	Sex:
Black _____	Male _____
White _____	Female ____
Spanish ____	
Other _____	TOTAL: _____

7. Your supervising teacher was:

Black _____	Male _____
White _____	Female ____
Spanish ____	
Other _____	

8. Your principal was:

Black _____	Male _____
White _____	Female ____
Spanish ____	
Other _____	

9. Estimate the percentage of the entire student body falling into the following categories:

Black _____%

White _____%

Spanish ____%

Other _____%

Total number of students _____

10. Estimate the percentage of teachers who were:

Black _____%	Male _____
White _____%	Female ____
Spanish ____%	
Other _____%	

PART II

POST-STUDENT TEACHING EVALUATION

In this section we want you to respond to a list of important teacher activities and skills relative to the following four rating questions:

1. *How you presently rate yourself as a teacher.*

2. *How you rate your on-campus (i.e., courses, seminars, workshops) training.*

3. *How you rate your student teaching training.*

4. *Your need for additional training.*

For each questionnaire item you should respond to the first three rating questions by circling one of the following responses:

1 - outstanding (indicates complete mastery)

2 - good (indicates high level of competerce

3 - average (indicates satisfactory level of competence

4 - poor (indicates generally inadequate level of competence)

5 - completely inadequate (indicates severe weakness, inability to function)

For the fourth rating question you should simply circle "yes" or "no" according to whether you think you need additional training.

Teacher Activities & Skills	How I rate myself as a teacher in this area 1 2 3 4 5	How I rate the quality of on-campus preparation in this area 1 2 3 4 5	How I rate the quality of student teaching experience in this area 1 2 3 4 5	I need additional training in this area YES NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
7. Ability to offer quality instructions to students whose ethnic background is different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO

Teacher Activities & Skills	How I rate myself as a teacher in this area 1 2 3 4 5	How I rate the quality of on-campus preparation in this area 1 2 3 4 5	How I rate the quality of student teaching experience in this area 1 2 3 4 5	I need additional training in this area YES NO
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
15. Ability to demonstate mastery of the subject area(s) for which I am responsible.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO

Teacher Activities & Skills	How I rate myself as a teacher in this area 1 2 3 4 5	How I rate the quality of on-campus preparation in this area 1 2 3 4 5	How I rate the quality of student teaching experience in this area 1 2 3 4 5	I need additional training in this area YES	 NO
18. Ability to modify my own teaching style to the benefit of all students in my class.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
21. Ability to work effectively in team-teaching situations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
26. Ability to read and understand new research reports and translate important findings into instructional practice.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO

Teacher Activities & Skills	How I rate myself as a teacher in this area	How I rate the quality of on-campus preparation in this area	How I rate the quality of student teaching experience in this area	I need additional training in this area
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
27. Ability to rigorously evaluate the success of my own teaching practices.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
28. Ability to plan and carry out classroom activities which encourage student self-direction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
29. Ability to deal effectively with disruptive students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO

PART III

STUDENT TEACHING COMMENTARY

Please describe in a single paragraph any suggestions you have for improving the student teaching program. Please indicate also any outstanding positive feelings you have about the FAMU student teaching program.

PART IV

FUTURE PLANS

Please describe in a single paragraph your short-term (next year) and long-term (next five years) plans regarding your teaching career. Include such information as job information if you have one, any plans for graduate school, plans not to pursue a teaching career, etc.